

# Lesson Plan Template

1. **Subject:** Math
2. **Grade Level/Course:** 1st
3. **Title:** Completing Geometric Patterns
4. **Alignments:**

– **2.8.1.B:** Use concrete objects and trial and error to solve number sentences.  
- **2.8.1.C:** Recognize, describe, extend, replicate and transfer number and geometric patterns.

## **Vocabulary:**

### Tier 1

- Are
- What

### Tier 2

- Shapes
- Rhymes

### Tier 3

- Pattern
- Repetition

## **Objective(s):**

1. **Students will be able to identify and create patterns by physically forming logical patterns and identifying real world patterns through the use of three stations: Smart Board interactive game individually, building blocks and drawing in small groups, and poetry and PowerPoint slides as a whole group.**
2. **Students will be able to locate a pattern in the home and bring the object or draw a representation to class.**

## **Essential Question(s):**

1. What is a pattern?
2. How do we make patterns?
3. Where is a pattern in this classroom?
4. Where are patterns at home?
5. Are patterns made of only shapes?

## **Duration:**

1. 45 minutes

## **Materials :**

1. Smartboard

2. building blocks
3. Markers
4. Construction paper
5. Poem

**Suggested Instructional Strategies:**

1. Guided discovery
2. Whole group instruction
3. Small group instruction

**Instructional Procedure(s):**

W	We have planned our lesson to include an intro to patterns as well as several different types and styles of supportive details to reiterate our main idea. We will be able to know where they come from when we ask them to bring in their own examples of patterns from their homes.
H	We will constantly change their setting from groups to groups and the places that they can find these patterns. We will also keep them moving constantly to keep them stimulated.
E	<ul style="list-style-type: none"> <li>- computer games</li> <li>- poems</li> <li>- real world examples</li> <li>- crafts</li> </ul>
R	rehearsing will be based on performing the same tasks to learn about patterns in several different formats
E	They will exhibit their knowledge by finding patterns of their own at home and showing them to the class.
T	We will choose groups based on academic level and the task performances will vary based on chosen group levels. One teacher can make constantly be with lower ability groups for additional support.
O	<ul style="list-style-type: none"> <li>- group work for smaller more hands on time</li> <li>- teacher circulation for one-on-one attention</li> <li>- lesson plan based on procession of activities building off one another</li> </ul>

**Formative Assessment:**

1. We will assess students during the lesson by asking the students to create patterns using the smart board and manipulative blocks as well as name places that they have found patterns. We can then adjust teaching based on their performance of these tasks.

**Related Materials & Resources:**

1. <http://www.mathplayground.com/patternblocks.html>
2. Pictures of blankets, quilts, tablecloth, cars on street, shirts
3. Poems (AA, BB ; ABAB)

**Pumpkin Picking**

Let's go picking in the pumpkin patch.  
Now we're jiggling the old gate latch.  
Gate swings wide and we step inside  
Pumpkins spread like an ocean tide.  
You take the one like a fat balloon  
I'll take the one like an orange moon.  
Hike to the house in fifty paces  
Then we'll carve out the pumpkin faces.  
-Sandra Liatsos

**If School Were More Like Baseball**

If school were more like baseball  
we'd only have to play.  
We'd hang out in the sunshine  
and run around all day.  
We wouldn't have to study.  
We'd practice and we'd train.  
And, best of all, they'd cancel  
whenever there was rain.  
--Kenn Nesbitt